

APPENDIX 501A
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2019
PERFORMANCE MANAGEMENT SYSTEM
CENTER OUTCOME MEASUREMENT SYSTEM

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I. CENTER REPORT CARD FOR PY 2019

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2019 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. Overview

The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students' credential attainments, skill gains, placements and earnings. The performance measures are primarily derived from the program's authorizing legislation, the Workforce Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, and the U.S. Department of Labor's (DOL's) priorities.

In PY 2018, Job Corps made substantive reforms to the Center Report Card to be implemented over two years. In PY 2018, the Center Report Card was streamlined with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA. For PY 2019, Job Corps completed the transition to the new system by shifting further weight to the long-term placement measures. This revised system ultimately places more emphasis on measures that support Job Corps' mission of placing students in meaningful jobs or further education. Details on the changes made to the Center Report Card for PY 2019 can be found in Section B of this Appendix 501a.

In PY 2019, Job Corps has also made changes to the definition of the time period constituting the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for its post-separation surveys. When the surveys were originally implemented in PY 2016, Quarter 2 was defined as the second three-month period and Quarter 4 the fourth three-month period immediately following the student's exit date. These Quarter 2 and Quarter 4 definitions, based on individual students' exit date, were utilized in all surveys completed during PYs 2016 and 2017. Beginning in PY 2018, Job Corps has adopted the definition used by other DOL programs to define Quarter 2 as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant's date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.

As described in Job Corps Data Center (JCDC) Notice 17-207, Job Corps effected a gradual transition to the new Quarter 2 and Quarter 4 timeframes over the last two months of PY 2017. All surveys conducted as of July 1, 2018 use the new definitions of Quarter 2 and Quarter 4.

The following table provides the new Quarter 2 and Quarter 4 start and end dates according to a student's separation date.

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2018 – 12/2018	4/2019 – 6/2019	7/2019 – 9/2019
	1/2019 – 3/2019	7/2019 – 9/2019	10/2019 – 12/2019
	4/2019 – 6/2019	10/2019 – 12/2019	1/2020 – 3/2020
	7/2019 – 9/2019	1/2020 – 3/2020	4/2020 – 6/2020
Q4	Exit Quarter	Q4 Survey Reference Quarter	Q4 Survey Quarter Start of 8-Week Survey Window
	4/2018 – 6/2018	4/2019 – 6/2019	7/2019 – 9/2019
	7/2018 – 9/2018	7/2019 – 9/2019	10/2019 – 12/2019
	10/2018 – 12/2018	10/2019 – 12/2019	1/2020 – 3/2020
	1/2019 – 3/2019	1/2020 – 3/2020	4/2020 – 6/2020

Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) placement and graduation evaluations.

B. PY 2019 Changes in Appendix 501A

Provided below is a description of changes to the Center Report Card for PY 2019.

For PY 2019, Job Corps has made further changes to the Center Report Card to meet the goals of the performance management system reform initiative described in Section B of the Appendix 501-Introduction, to adjust for the transition to the Test of Adult Basic Education (TABE) 11/12, and to further align with WIOA performance measures.

The changes to the Center Report Card are outlined below.

As was announced in the PY 2018 Appendix 501, for PY 2019 Job Corps has made further revisions to the weighting scheme for the Center Report Card to place greater emphasis on the Quarter 2 and Quarter 4 measures. Weight on the Credential Attainment Rating measure is decreased from 30% to 15% to reduce the overall weight on Direct Center Services from 35% to 20%. The weights for the Quarter 2 and Quarter 4 Placement measures have increased from 13.75% to 20% each in PY 2019. Similarly, the weight for the Quarter 2 Earnings measure has increased from 7.5% and 10% in PY 2019, shifting the weight of the Q2/Q4 Placement Outcomes from 35% in PY 2018 to

50%. These increases support WIOA's emphasis on long-term outcomes and ensure better internal consistency throughout the system so that overall high performance includes high performance on these key metrics.

In addition to the changes in the weighting scheme, Job Corps has made changes to the two learning gains indicators to adjust for the transition to the new TABE 11/12 test that is in effect as of July 1, 2019. The resulting TABE 11/12 scale scores are only translated to Educational Functioning Levels (EFLs) – not Grade Level Equivalents (GLEs) as available under the TABE 9/10 test. Furthermore, the criteria for determining if a student is “basic skills deficient” based upon initial TABE results has been revised for PY 2019. These two factors have required Job Corps to modify the algorithms for calculating the Average Reading Gains and Average Math Gains indicators under the Measurable Skill Gains measure. For PY 2019, gains are calculated using EFLs instead of GLEs, and a national goal of 1 EFL will be used for all centers. Model-based goals will not be calculated for centers for PY 2019 due to the lack of TABE 11/12 test data to develop appropriate models. Models will be calculated for PY 2020 based upon the data collected in PY 2019. The change in the benchmark for determining “basic skills deficient” has also required Job Corps to modify the criteria for inclusion in the OMS learning gains pools. Students who score EFL 4 or below on the initial reading TABE 11/12 test and EFL 5 or below in the initial math TABE 11/12 test will respectively be included in the Average Literacy Gains and Average Numeracy Gains pools. Similarly, students taking the initial TABE Espanol tests beginning in PY 2019 will be in the appropriate learning gains pools if they score at or below EFL 4 on the reading or math tests.

In light of the scale of the modifications to the new learning gain indicators, Job Corps has implemented certain accommodations for crediting students who were on center prior to PY 2019 and separate from Job Corps on or after July 1, 2019. Specifically:

- Students who took a valid initial TABE 9/10 test or TABE Espanol test prior to July 1, 2019 and tested out of the Average Reading Gain and/or Average Math Gain OMS pools based upon the criteria in place at the time of testing (e.g., scored above 552 or 551 respectively on the TABE 9/10 initial reading or math tests, or above 751 or 764 respectively on the TABE Espanol initial reading or math tests) will not be included in the PY 2019 pools for the respective indicators.
- Students whose valid initial TABE 9/10 tests placed them in the OMS learning gain pools (e.g., scored at or below 552 or 551 respectively on the TABE 9/10 initial reading or math tests) but who scored 567 or above on a TABE 9/10 reading test, form M or D, and 566 or above on a TABE 9/10 math test, form M or D prior to July 1, 2019 will be included in the PY 2019 pools for the respective indicators, and will receive a credit for 1 or more EFL gains as applicable.
- Students who scored at or below 552 or 551 respectively on a valid TABE 9/10 initial reading or math test, but did not achieve scores of 567 or 566 or above on a follow-up TABE 9/10 (form M or D) reading or math test respectively are required to take an initial TABE 11/12 test as of July 1, 2019 as stipulated in Program Instruction Notice (PIN) 18-06, dated June 6, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL

- 4 for reading or EFL 5 for math. EFL gains for these students will be calculated as the higher of either their TABE 9/10 EFL gains (based upon their valid initial and follow up TABE 9/10 tests taken prior to July 1, 2019) or TABE 11/12 EFL gains (based upon their valid initial and follow up TABE 11/12 tests taken on or after July 1, 2019), as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06. If a student does not take the initial TABE 11/12 test, then the student is in the PY 2019 OMS pools but is not credited with any gains. NOTE: TABE 9/10 and TABE 11/12 EFL gains cannot be combined, therefore only the highest EFL gains from either the 9/10 or 11/12 versions will be credited.
- Students who did not take a valid TABE 9/10 initial reading and/or math test within the allotted 21-days are required to take an initial TABE 11/12 test as of July 1, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains will be calculated solely on TABE 11/12 results, as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06.

For PY 2019 Job Corps is introducing a new measure of Employer Retention for informational purposes only. This measure aligns with Measure 6 of the WIOA performance measures that reports on the proportion of students in a job during Quarter 2 after the exit quarter that are still with the same employer in Quarter 4 after the exit quarter. Based upon analysis of available data, a goal of 60% has been set for this measure for PY 2019.

All attachments pertaining to the Center Report Card can be found in Appendix 501 Introduction.

Specific changes in the PY 2019 Center Report Card are as follows:

Credential Attainment Rating: The weight of the Credential Attainment Rating measure is reduced from 30% to 15% on PY 2019. This change aligns with the proposed weight shift announced in the PY 2018 Appendix 501 to redirect weight from Direct Center Service measures to long-term placement measures in support of Job Corps' mission of establishing students' long-term connection to the job market or entering higher education as well as WIOA's emphasis on longer-term placement.

Measurable Skill Gains Rating: The Measurable Skill Gains Rating measure is unchanged for PY 2019. However, the Average Literacy Gains and Average Numeracy Gains indicators upon which this measure is based have been modified for PY 2019 due to the transition to the TABE 11/12.

- a) The **Average Literacy Gains** indicator is calculated using Educational Functioning Level (EFL) gains and has a national goal of 1 EFL. This goal has been determined based upon current TABE 9/10 results, the anticipated expansion of the pool for this indicator due to a change in the benchmark for determining "basic skills deficient" (EFL 4 on the TABE 11/12 and TABE Espanol), and the perceived differences between the TABE 9/10 and TABE 11/12 tests. For PY 2019, centers and regions will not have model-based goals

for this indicator as TABE 11/12 data are not available to estimate reasonable models. Model-based goals will be developed for PY 2020 based upon data collected in PY 2019.

- b) The **Average Numeracy Gains** indicator is calculated using Educational Functioning Level (EFL) gains and has a national goal of 1 EFL. This goal has been determined based upon current TABE 9/10 results, the anticipated expansion of the pool for this indicator due to a change in benchmarks for determining “basic skills deficient” (EFL 5 on the TABE 11/12 and EFL 4 on the TABE Espanol), and the perceived differences between the TABE 9/10 and TABE 11/12 tests. For PY 2019, centers, contractors, and regions will not have model-based goals for this indicator as TABE 11/12 data are not available to estimate reasonable models. Model-based goals will be developed for PY 2020 based upon data collected in PY 2019.

Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter:

For PY 2019, the weight has increased from 13.75% to 20%. This weight increase supports WIOA’s emphasis on long-term outcomes and ensures better internal consistency throughout the system so that overall high performance includes high performance on this key metric.

Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter:

For PY 2019, the weight has increased from 7.5% to 10%. As with the Quarter 2 Placement measure, increased emphasis on this measure aligns with WIOA priorities and improves the system’s internal consistency. For PY 2019, centers and regions continue to have model-based goals for this measure.

Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter:

For PY 2019, the weight has increased from 13.75% to 20%. As with the Placement in Quarter 2 measure, this weight increase supports WIOA’s emphasis on long-term outcomes and ensures better internal consistency throughout the system so that overall high performance includes high performance on this key metric.

Provided on the next page is a summary table outlining the PY 2019 Center Report Card.

PY 2019 CENTER OMS REPORT CARD			
Measure	Definition	Goal	Weight
DIRECT CENTER SERVICES (20%)			
Credential Attainment Rating	Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate	100%	15%
Measurable Skills Gains Rating	Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains	100%	5%
CTS PLACEMENT OUTCOMES (30%)			
Placement Rate	No. of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to <u>an approved Advanced Training program at another center</u> No. of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center	83%	10%
Graduate and Former Enrollee Average Hourly Wage at Placement*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> No. of graduates and former enrollees placed in a job or the military	\$12.00	7.5%
Placement Quality Rating	Rating based on weighted performance on three indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)	100%	12.5%
Q2/Q4 PLACEMENT OUTCOMES (50%)			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	No. of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> No. of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	No. of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> No. of graduates and former enrollees who complete the Quarter 4 survey	80%	20%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of graduates and former enrollees who report <u>they are in a job or the military on the Quarter 2 survey</u> No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter	\$5,500	10%
Employer Retention Rate	No. of graduates and former enrollees who were employed by the same <u>employer in Quarter 2 and Quarter 4 after exit quarter</u> No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	60%	0%
*Model-based Goal			100%

PY 2019 SUPPLEMENTAL CENTER REPORT CARD			
Indicator	Definition	Goal	Weight
CREDENTIAL ATTAINMENT RATING			
HSD/HSE Attainment Rate*	<u>No. of students who attain either an HSD or HSE</u> No. of separated students without an HSD or HSE at entry	65%	40%
Career Technical Training (CTT) Completion Rate	<u>No. of students who complete a CTT program</u> No. of separated students	70%	30%
CTT Primary IRC Attainment Rate	No. of CTT students who attain an approved Primary <u>industry-recognized credential or complete an NTC program</u> No. of separated students assigned to a CTT program	90%	30%
*Model-based Goal			100%
MEASURABLE SKILLS GAINS RATING			
Average Literacy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE reading test</u> No. of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	1 EFL	50%
Average Numeracy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE math test</u> No. of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	1 EFL	50%
			100%
PLACEMENT QUALITY RATING			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	No. of CTT completers placed <u>in a training-related job or the military</u> No. CTT completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> No. of initially placed graduates and former enrollees	75%	65%
*Model-based Goal			100%

C. Impact of Level 1 Zero Tolerance (ZT) Separations on the Center Report Card

For the Center Report Card, both traditionally and virtually enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 days from enrollment are *not* included in the pools and credits for the “direct center service” measures. Additionally, traditionally enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 days from enrollment and virtually enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 days from arrival to center are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- traditionally and virtually enrolled students who remained in Job Corps less than 30 days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- traditionally and virtually enrolled students who remained in Job Corps less than 30 days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- traditionally enrolled students who remained in Job Corps less than 45 days from enrollment and virtually enrolled students who remained in Job Corps less than 45 days from arrival to center and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for on-center measures, and credit will be given for academic, career technical training (CTT) and primary industry recognized credential (IRCs) attainments made prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 2, Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

D. Direct Center Services Measures

Provided below is a description of the on-center, or direct center services, performance measures and indicators.

1. **Credential Attainment Rating:** This composite measure, introduced in PY 2019, aligns with the WIOA Credential Attainment Rate metric while still incentivizing the attainment of multiple credentials that are associated with higher

success in the workforce and in education settings.

Measure: The measure is calculated based upon the sum of the weighted performance relative to goals on the following three indicators: HSD/HSE Attainment, CTT Completion, and Primary IRC attainment. The combined weight of the three indicators equals 100%. The composite measure is then calculated as an overall rating of the three indicators.

Goal: 100%

Weight: 15%

Below are the specifications of each of the three indicators.

(a) **High School Diploma (HSD) or High School Equivalency (HSE) Attainment**

Rate: This indicator supports WIOA's mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

Pool: All separated students without an HSD or HSE at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of separated students who attained an HSD or HSE while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

Goal: The national goal is 65%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 40%

Formula:
$$\frac{\text{Number of students who attain either an HSD or an HSE}}{\text{Number of separated students without an HSD or an HSE at entry}}$$

- (b) **Career Technical Training (CTT) Completion Rate:** This measure is important to ensure placement success, and to support the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: All students who separate from the program (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of separated students who have completed a CTT program.

Goal: The national goal is 70%.

Weight: 30%

Formula:
$$\frac{\text{Number of students who complete a CTT program}}{\text{Number of separated students}}$$

- (c) **Career Technical Training (CTT) Primary Industry-Recognized Credential (IRC) Attainment Rate:** In PY 2010, a measure of IRC attainment was added to the OMS. Beginning in PY 2015, the Center Report Card featured primary IRCs as the preferred student credential attainment. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are supportive in nature, and while important, are viewed as more supplemental than critically essential to the job. While the Center Report Card only captures outcomes pertaining to primary attainments, the Career Technical Training Report Card (CTT 10) features both the primary and secondary credential attainment measure and outcomes. In PY 2017 some moderate changes were made to the IRC list. For PY 2019, extensive revisions were made to improve alignment with CTT offerings and employer requirements.

Pool: All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of separated students who have attained an approved primary industry-recognized credential or students who have completed a training program offered by a National Training Contractor (NTC).

Goal: The national goal is 90%.

Weight: 30%

Formula:
$$\frac{\text{Number of CTT students who attain an approved primary industry-recognized credential or students who complete an NTC program}}{\text{Number of separated students}}$$

Number of separated students assigned to a CTT program

2. **Measurable Skill Gains Rating:** This composite measure, introduced in PY 2018, aligns with the WIOA Measurable Skill Gains metric and tracks progress in improving reading and math skills.

Measure: The measure is calculated based upon the sum of the weighted performance relative to goals on the following two indicators: Average Literacy Gains and Average Numeracy Gains. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.

Goal: 100%

Weight: 5%

Below are the specifications of the two indicators.

- (a) **Average Literacy Gain:** This indicator supports programs such as the HSD Initiative and the English Language Learner (ELL) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency level required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 calendar days* on center.

Indicator: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) taken after the student has received 60 hours of instruction in the content area.

Goal: The national goal is 1 EFL. For PY 2019, centers and regions do not have model-based goals for this measure as there are no TABE 11/12 testing data available to develop models at this time. It is anticipated that data collected in PY 2019 will be used to develop model-based goals for PY 2020, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 50%

Formula: Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test
Number of students who score at or below Educational Functioning Level 4 on the initial TABE reading test (Level 4 on the TABE Español) and students who do not take a valid initial reading test during the first 21 calendar days* on center

Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days* on center. Due to the transition from TABE 9/10 to TABE 11/12, students who enrolled in Job Corps prior to July 1, 2019 may be entitled to a longer maximum period for initial TABE testing to occur.

- Students who enrolled between June 17, 2019 and June 30, 2019, and therefore did not take an initial TABE 9/10 test, must complete their initial TABE 11/12 reading test no later than July 31, 2019.
- Students who enrolled prior to June 17, 2019, scored at or below 552 on the initial reading test, and did not achieve a score at or above 567 on a follow-up test must take the initial TABE test by August 14, 2019.

Please refer to PIN 18-06, dated 06/06/2019 for more information regarding the period for initial testing on the TABE 11/12 for those who entered Job Corps prior to PY 2019.

*For exceptions, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

NOTE: The winter break and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be after the student has received 60 hours of instruction in the content area, in accordance with testing guidelines (Appendix 301).

EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example,

moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- (b) **Average Numeracy Gain:** This indicator supports programs such as the HSD Initiative and the ELL Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in Appendix 301: TABE® Requirements and Instructions.

Pool: All students (excluding 30/45 day Level 1 ZTs) who scored at or below EFL 5 on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 calendar days* on center.

Indicator: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) taken after the student has received 60 hours of instruction in the content area.

Goal: The national goal is 1 EFL. For PY 2019, centers and regions do not have model-based goals for this measure as there are no TABE 11/12 testing data available to develop models at this time. It is anticipated that data collected in PY 2019 will be used to develop model-based goals for PY 2020, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 50%

Formula:
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test}}{\text{Number of students who score at or below Educational Functioning Level 5 on the initial TABE math test (Level 4 on the TABE Español) and students who do not take a valid initial math test during the first 21 calendar days* on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. Due to the transition from TABE

9/10 to TABE 11/12, students who enrolled in Job Corps prior to July 1, 2019 may be entitled to a longer maximum period for initial TABE testing to occur.

- Students who enrolled between June 17, 2019 and June 30, 2019, and therefore did not take an initial TABE 9/10 test, must complete their initial TABE 11/12 math test no later than July 31, 2019.
- Students who enrolled prior to June 17, 2019, scored at or below 551 on the initial math test, and did not achieve a score at or above 566 on a follow-up test must take the initial TABE test by August 14, 2019.

Please refer to PIN 18-06, dated 06/06/2019 for more information regarding the period for initial testing on the TABE 11/12 for those who entered Job Corps prior to PY 2019. *See Chapter 3, Appendix 301: TABE® Requirements for exceptions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

NOTE: The winter break and time separated under MSWR and ASWR do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial numeracy TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score.

Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a numeracy gain. For crediting of learning gains, a follow-up test must be administered after the student has received 60 hours of instruction in the content area, in accordance with testing guidelines (Appendix 301).

EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of two on the initial TABE test to an EFL of four on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

E. Career Transition Services (CTS) Placement Measures

Provided below is a description of the post-center, career transition services placement outcomes performance measures. The following criteria apply to these measures:

- For a placement to be credited it must
 1. meet the criteria described in PRH, Exhibit 4-1,
 2. have documentation consistent with the criteria in PRH, Exhibit 4-2,
 3. be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the time frame specified in Section 4.4, the center (and the CTS contractor) will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and center (and CTS contractor) will not receive credit for the Placement Quality Rating measure. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.
- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy.
- An automatic education placement credit is given to the sending center for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 Introduction, Attachment 3: PY 2019 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs. This does not apply to ACT transfers.

1. **Placement Rate:** The Placement Rate serves as a strong indicator of the program's success in equipping Job Corps graduates and former enrollees with the basic skills necessary for an effective job search and preparing them for engagement and retention in the workforce or further education.

Pool: All graduates and former enrollees whose placement records are due or received, or who transfer to an approved AT program at another center during the period.

Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/college combination according to the Job Corps placement definition in Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 83%.

Weight: 10%

Formula: Number of graduates and former enrollees placed in a job, the military, an educational/training program, or a job/college combination or who transferred to an approved Advanced Training program at another center
Number of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center

2. **Placement Average Wage:** The Average Hourly Wage at Placement is a required measure to assess centers' ability to secure jobs that will place graduates and former enrollees on the path to economic self-sufficiency.

Pool: All Graduates and Former Enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Indicator: The average hourly wage of Graduates and Former Enrollees in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$12.00; Centers and Regions have model-based goals for this indicator. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this indicator. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 7.5%

Formula: Sum of hourly wages of graduates and former enrollees placed in a job or military
Number of graduates and former enrollees placed in a job or military

3. **Placement Quality Rating:** This composite measure, introduced in PY 2018, is intended to incentivize higher-quality placements that are ultimately linked to better success in, and longer-term connection to, the workforce. Quality placements are defined as those that are full-time jobs or in full-time post-secondary education, higher paying jobs, and jobs that match the career training completed.

Measure: The measure is calculated based upon the sum of the weighted

performance relative to goals on the following two indicators: JTM Rate and Full-Time Quality Placement Rate. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.

Goal: 100%

Weight: 12.5%

Below are the specifications of the two indicators.

- a) **Career Technical Training (CTT) Completer Job Training Match (JTM)**
Rate: In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers placed in training-related jobs or the military, was added to the Center Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program's emphasis on education, the measure was expanded to also credit CTT completers that enter a postsecondary education or postsecondary training as Postsecondary Credit (PSC). In PY 2018, the measure was refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of CTT Completer Full-Time Quality Placement.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligned training programs with jobs. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to refine alignment with O*NET-SOC, the industry-recognized national occupational database. From 2014 to PY 2018, minor adjustments were made to the Crosswalk as new training programs were added to the system. For PY 2019, a more extensive revision to the crosswalk has been made to update and further align with current training programs offered by Job Corps.

Pool: All CTT completers placed in a job or the military.

Indicator: The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job or the military.

Goal: The national goal is 65%.

Weight: 35%

Formula: Number of CTT completers
placed in a training-related job or the military

Number of CTT completers placed in a job or the military

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2019. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. See Appendix 501 Introduction, Attachment 6: PY 2019 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

- b) Full-Time Quality Placement Rate:** Incentivizing the placement of graduates and former enrollees in positions that are full-time, whether full-time employment or full-time higher education, reinforces the importance of ensuring these students are placed in positions that would lead to long-term attachment to the workforce and a defined career path.

Pool: All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Indicator: The percentage of graduates and former enrollees in the pool who are placed in a full-time apprenticeship program, full-time job, the military, full-time college, full-time job/college combination or full-time post-secondary training program.

Goal: The national goal is 75%.

Weight: 65%

Formula:
$$\frac{\text{No. of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{No. of initially placed graduates and former enrollees}}$$

F. Quarter 2 and Quarter 4 Placement Measures

Provided below is a description of the post-center, Quarter 2 and Quarter 4 placement

measures that align with the WIOA's Quarter 2 and Quarter 4 metrics and its focus on longer-term employment.

1. Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit

Quarter: This measure is a program priority for the system and aligns with WIOA reporting requirements. All phases of Job Corps services work toward the goal of helping students achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates and former enrollees who complete the Quarter 2 survey.

Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the second quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 20%

Formula:
$$\frac{\text{No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program}}{\text{No. of graduates and former enrollees who complete the Quarter 2 survey}}$$

2. Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit

Quarter: This measure gauges graduates' and former enrollees' attachment to the workforce or advanced education environment and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey.

Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the fourth quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 20%

Formula:
$$\frac{\text{No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program}}{\text{No. of graduates and former enrollees who complete the Quarter 4 survey}}$$

survey

3. Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit

Quarter: This measure serves as a barometer of graduates' and former enrollees' long-term success and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 2 survey and report in the survey they are in a job or in the military (that meets the Job Corps placement definition in Exhibit 4-1).

Measure: The average earnings of graduates and former enrollees in the pool.

Goal: The national goal is \$5,500. Centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

See Appendix 501 Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets for a template of the factors utilized in the models and for specific goals.

Weight: 10%

Formula:
$$\frac{\text{Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey}}{\text{No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter}}$$

4. Employer Retention Rate: This measure gauges graduates' and former enrollees' attachment to the workforce and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey and were employed in the second quarter after exit quarter

Measure: The percentage of graduates and former enrollees in the pool who report in the Quarter 4 survey that they are employed by the same employer in the second and the fourth quarters after exit quarter

Goal: The national goal is 60%.

Weight: 0%

Formula:
$$\frac{\text{No. of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter}}{\text{No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter}}$$

G. Performance Goals

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure and indicator, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

For PY 2019 the following measures and indicators have *national* goals:

- Credential Attainment Rating
 - ✓ Career Technical Training (CTT) Completion Rate
 - ✓ CTT Primary Industry-Recognized Credential Attainment Rate
- Measurable Skill Gains Rating
 - ✓ Average Literacy Gain
 - ✓ Average Numeracy Gain
- Placement Rate
- Placement Quality Rating
 - ✓ Job Training Match (JTM) Rate
 - ✓ Quality Placement Rate
- Graduate and Former Enrollee Placement Rate in Quarter 2
- Graduate and Former Enrollee Placement Rate in Quarter 4

For PY 2019 the following measures/indicators have *model-based* goals:

- Credential Attainment Rating
 - ✓ HSD or HSE Attainment Rate
- Graduate and Former Enrollee Average Hourly Wage at Placement
- Graduate and Former Enrollee Average Earnings in Quarter 2

Model-based goals for all Center measures and indicators can be found in Appendix 501 – Introduction, Attachment 9: PY 2019 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Chapter 5, Appendix 501, Introduction, D.2.(b).

H. Weights

A weight is assigned to each measure and indicator to reflect: 1) areas of emphasis in centers' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the Center Report Card has been altered from PY 2018 to meet the goals of the OMS reform initiative and further increase emphasis on Quarter 2 and Quarter 4 measures made to the CTS and CTT Report Cards. Overall, weight has shifted to the Quarter 2 and Quarter 4 measures (from 35 percent to 50 percent), decreasing the Direct Center Services measures from 35 percent to 20 percent, while the CTS placement measures remain at 30 percent for PY 2019. The two Direct Center Services measures are weighted at 15 percent for Credential Attainment Rating and 5 percent for the Measurable Skill Gains Rating. The three CTS Placement measures are weighted 12.5 percent for quality placement, 7.5 percent for initial placement average wage, and 10 percent for initial placements. Weights in the Quarter 2 and Quarter 4 placement measures have increased from 13.75 percent to 20 percent each. Similarly, weights on the Quarter 2 earnings measure increased from 7.5 percent to 10 percent. This two-year shift in weight distribution aligns with WIOA's focus on long-term success in the workforce (and higher education) which is measured through the Quarter 2 and Quarter 4 placement outcomes.

I. Overall Rating

Weighted performance ratings across each of the weighted measures are aggregated to create a Center overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

II. CENTER QUALITY ASSESSMENT FOR PY 2019

A. Overview

The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference and adds an important dimension to students' well-being and sense of security, and the statistics that report their outcomes. To capture an accurate reflection of center quality, focus is placed on the following three areas of life on a center:

- The center's ability to operate at full capacity (On-Board Strength [OBS])
- The center quality rating (Quality Rating [QR]) based on an on-site review by a team of federal representatives;
- Students' perception of safety (Student Satisfaction Survey [SSS])

The results of each center's OBS, QR, and SSS stand-alone. There is no aggregation of performance results across these components. These three elements supplement the Center Report Card by qualifying the statistics and are valuable tools for assessing the operation of a Job Corps center by accounting for aspects of center life that otherwise would not be a systematic part of the Job Corps accountability system.

B. Student On-Board Strength (OBS)

On-Board Strength is an efficiency rating that demonstrates the extent to which a center operates at full capacity. The measure is reported as a percentage, calculated by the average number of students on-board divided by the average planned on-board strength (daily number of students that a center is authorized to serve). **The national goal for OBS is 100%** in order to operate the program at full capacity, maximize program resources, and fulfill the mission of serving the underserved student population.

C. Center Quality Rating (QR)

The Quality/Compliance Rating system consists of an on-site center assessment by a Regional Office team, usually conducted as part of the center review. It is a quality and compliance evaluation of center operations.

The quality/compliance evaluation of a center operation is based on the six functional areas outlined in the PRH:

- Enrollment Services
- Student Training Services
- Student Support Services
- Placement Services
- Management Services
- Administrative Support Services

There are quality indicators (QIs) and strategies for assessing the quality in each area of the PRH. The center is given a score of 0 to 9 on each element. Each element is weighted according to relative importance and weighted scores for each element are aggregated for an overall quality rating. This is not a cumulative score. Each time a quality/compliance review is conducted, the new score replaces the previous one. An overall score of 4.0 or above is considered satisfactory.

In addition to assessing the above functional areas, the National Office of Job Corps requires mandatory audits of student records concurrent with annual center quality assessments to validate performance data (see Job Corps Information Notice 04-14 and Attachment 04-14a, dated December 10, 2004). The mandatory audits are a direct response to data integrity concerns identified in audits of Job Corps centers by the Office of Inspector General (OIG).

D. Student Satisfaction Survey (SSS)

The SSS elicits students' perceptions on a broad range of services and center activities and focuses on students' experiences during the last month. The SSS is administered to all students enrolled in Job Corps, including new arrivals, and is available in both English and Spanish. Beginning in August 2008, per Job Corps Program Instruction Notice 08-06, the frequency of the SSS administration was reduced from quarterly to semi-annually and is now administered in September and March.

A national survey protocol has been established to assist centers in effective administration of the survey. Confidentiality is guaranteed to survey participants and the survey protocol takes steps to protect anonymity. **It is vital for the survey to be distributed to all students, including those who may arrive on the center on the day of the survey administration.** The response, "don't know/does not apply" provides an option for students who may be new to the center and do not have an opinion about one or more of the questions.

It is critical that centers ensure the survey protocol is followed explicitly. Every six months, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that semi-annual survey. Only the instructions and materials provided with the surveys should be used for that particular administration because the protocol is occasionally revised. The procedures outlined in the protocol have been tested on many centers and are known to enhance the validity of the survey data. No other surveys or forms are to be administered concurrently with the national SSS and no interpretation of the survey questions or answer categories, other than what is provided in the protocol, are to be provided to the students. Centers are also encouraged to collect feedback from students and may use their own forms. However, this cannot occur in conjunction with the SSS and should occur at some other time during the program year.

Prohibited "Coaching" Activities. The National Office is committed to ensuring the integrity of the semi-annual SSS results. In an attempt to provide greater clarification, the National Office has developed the following guidelines for centers in regard to "coaching." Copies of this guidance are included with the survey package sent semi-annually to centers.

It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during, or after the survey in any way. This does not preclude utilizing the results of the survey in discussions with students regarding center improvement.

More specifically, the following activities are strictly prohibited:

- Coaching students to answer the survey in a particular way by providing or suggesting "correct" or "incorrect" answers to questions;
- Paraphrasing questions and/or providing interpretations to questions (e.g., encouraging students to answer certain items positively or to refrain from

- answering certain items negatively);
- Coaching student proctors to interpret questions to students in a way that biases responses toward positive outcomes for the center;
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results;
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding survey questions or possible answers; and/or
- Suggesting that negative responses or a lack of response to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Although a high response rate is desirable, centers are reminded that the SSS is voluntary, and that students have the right to decline to take the SSS, or to skip over questions they choose not to answer, without fear of repercussions from the center.

The SSS includes 12 questions on personal safety issues that are used to calculate the center's performance on student safety. When assessing center quality, the results from the 12 questions related to the student's perception of safety are used for calculating the center's performance. The 12 safety questions are presented on the following page.

The national goal for the Student Safety measure is 90%. In constructing the safety measure, students who respond positively to at least six items (i.e., six out of 12) are assumed to be reporting feeling "safe." If a student does not respond to all 12 items, a safety indicator will be calculated if at least seven of the 12 items have a valid response. These responses constitute the "valid response rate" used in data analysis. If a student does not respond to at least seven of the 12 items, that student's responses will not be included in the center's overall calculations of student safety. The scoring of the safety items is calculated as follows:

- A score of "1" indicates feeling safe on the given item, where a score of "0" indicates feeling unsafe.
- A total score for each student is then calculated as the sum of the scores across all of the items answered.
- This total score is divided by the total number of items, out of 12 possible, to which the student responded.
- This score must be greater than or equal to 50% to indicate that the student reported feeling safe. As indicated above, students who do not answer at least seven items will be excluded from this calculation.

The SSS yields useful information regarding the quality of services provided to students, which is utilized at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected. To gain the most accurate picture of how students evaluate their Job Corps experience, it is in the program's best interest to see that every student has the opportunity to provide feedback.

STUDENT SATISFACTION SURVEY – SAFETY ITEMS		
Safety Item	Condition for “Safe” Indicator (1)	Condition for “Unsafe” Indicator (0)
A student would be terminated if he/she was found with a weapon - like a knife, club, or sharp object - on center.	Very True Mostly True	Partly True and Partly False Mostly False Very false
The Zero Tolerance policy was applied equally to all students.	Very True Mostly True	Partly True and Partly False Mostly False Very False
I could talk to my Residential Advisor (RA) /Residential Counselor (RC) if I was threatened by another student.	Very True Mostly True	Partly True and Partly False Mostly False Very False
I could talk to my Counselor if I was threatened by another student.	Very True Mostly True	Partly True and Partly False Mostly False Very False
I thought about leaving Job Corps because of a personal safety concern.	Mostly False Very False	Very True Mostly True Partly True and Partly False
I thought about going to a different Job Corps center because I felt threatened by other students.	Mostly False Very False	Very True Mostly True Partly True and Partly False
How often did you hear a student threaten another student on center?	Never or Not in the Last Month	Once or Twice About Once a Week A Few Times a Week About Daily
How often did other students pick on you even after you asked them to stop?	Never or Not in the Last Month	Once or Twice About Once a Week A Few Times a Week About Daily
How often did other students say things to you to make you feel like you are not important?	Never or Not in the Last Month	Once or Twice About Once a Week A Few Times a Week About Daily
How often did you see a physical fight between students on center?	Never or Not in the Last Month	Once or Twice
How often were you in a physical fight with a student on center?	Never or Not in the Last Month	Once or Twice About Once a Week A Few Times a Week About Daily
How often did you carry a weapon - like a knife, club, or a sharp object - with you on center?	Never or Not in the Last Month	Once or Twice About Once a Week A Few Times a Week About Daily

III. ROLES AND RESPONSIBILITIES

A. National Office

The Office of Job Corps is responsible for:

- Establishing national policy for the center OMS each program year
- Providing model-based goals for designated performance measures/indicators and administering the appeals process of the adjusted goals
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey
- Monitoring the JCDC issuance of the Center Report Card and reports on each of the Center Quality Assessment metrics
- Tracking and verifying performance of Job Corps centers
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance and training to the Regional Offices and Job Corps community as needed
- Developing and supporting a standardized audit methodology for Regional Office staff
- Establishing an administrative low rating to centers for lack of credible data
- Reviewing the development, implementation, and monitoring of center PIPs
- Issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps

B. Regional Offices

Regional Offices are responsible for:

- Determining that proposals, contracts, and USDA Forest Service Civilian Conservation Center (CCC) plans are consistent with center performance goals and requirements
- Considering performance in both the Center Report Card and Center Quality Assessment components (OBS, QR, and SSS) in procurement and contract administration activities
- Monitoring the performance of all centers monthly using the Center Report Card, the Center Quality Assessment, and information gathered from center visits, assessments, and review of other reports and analyses
- Reviewing information submitted by centers who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall
- Evaluating the extenuating circumstances/unique factors in conjunction with the operator's compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG) audits and special review findings in making procurement-related decisions
- Determining if adjustments are warranted, and consequently transmitting a

justification for the adjustment as part of the Contractor Performance Assessment System

C. Center Operators

Center operators, including the U.S. Department of Agriculture, Forest Service, are responsible for:

- Implementing performance goals with their respective centers
- Providing staff training and technical assistance
- Monitoring monthly performance against goals on the Center Report Card and performance on the Center Quality Assessment
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could justify poor Center Report Card performance
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate
- Implementing corrective action plans as directed

D. Job Corps Centers

Job Corps Centers are responsible for:

- Sharing the information in this Appendix 501a with all applicable staff
- Accurate and timely data entry into CIS to ensure data integrity
- Data verification and correction prior to a student's separation and processing of transitional allowance
- Maintaining all documents and automated information necessary for audits of activity
- Updating student's contact and alternate (family and friends) contacts information prior to separation in CIS or CTS to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining high survey completion rates.)

E. Job Corps Data Center (JCDC)

JCDC is responsible for:

- Ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates
- Coordinating specifications of the Center Report Card and the reports for the Center Quality Assessment components (OBS, SSS, and QR) with National Office staff

- Ensuring that data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding Job Corps center data, reporting and oversight of CIS, and training and services to the regions on CIS